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geography and history of other peoples. Since the days of Napoleon I. the historical instruction is based on history which is little better than pure fabrication, and this must have an injurious effect. We ought to take warning from these symptoms which we notice in France, and strive to rectify by the help of education any unfortunate characteristics which our nation possesses." "Already we owe to our schools," concluded Bismarck, "the thankful task of strengthening the feeling that we are all Germans"—a curious close to a criticism of French national vanity, by the way.

O. B. R.

FOREIGN NOTES.

BITS FROM THE SCOTCH BLUE BOOK FOR '93.

The Schoolmaster, (London), August 19, 1893.

Vastly more interesting than the annual compilations of their English *confrères* are the reports of Drs. Kerr (Southern Division), Ogilvie (Western Division), and Stewart (Northern Division).

"FREE" EDUCATION AND ATTENDANCE.

The general impression is that free education has produced no marked change in regularity of attendance, that the children who attended well before attend quite as well or better now, while those who attended badly before show no improvement. Intermittent attendance appears to be on the increase. It is the old story of the immanence of character. The careless, unconscientious parent shows gratitude for assistance by diminished effort—the worthy parent will send his children as regularly as he can—fees or no fees. I expect that a large proportion of absentees could be sent to school if the parents cared to insist on it.

THE INFLUENCES OF THE REFORMED CODE.

"We have now had a complete year's experience of the operation of the New Code, about the stimulative effects of which, through freedom of classification and the substitution to a large extent of class for individual examination, my colleagues are unanimous. The tendency to overpress the dull and unduly keep back the quicker pupils has been removed. In my own district this has been matter of careful observation, and my distinct impression is that this discretionary power has been on the whole judiciously used. In the infant and junior classes especially the advantages of freedom of classification have been observable. The teachers, instead of aiming at one or two objects as ends in themselves, have felt themselves at liberty to develop in all directions the mental, moral, and physical capabilities of the pupils, while accuracy and advancement in reading, writing, and arithmetic have not suffered, but in many cases improved." This could not very well be improved upon, and it may stand as typical of most of the references in the Blue Book under notice.

SECONDARY EDUCATION.

In our reports for recent years we have referred to the results of the inspection of higher schools, which was first undertaken after the reorganization of this department in 1885. We have noted considerable improvement

in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and, in most respects, the improvement continues to be maintained. The number of schools under inspection is now 61, 24 being higher class public schools, 22 endowed schools, and 15 schools under voluntary managers who have invited the inspection of the department.

THE LEAVING CERTIFICATE.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the universities and with the authorities of secondary or higher class schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform test, and such strict method in the conduct of the examination, as is necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 115 (including 63 state aided schools); that the number of candidates, which was 972 in 1888, was last year 5,175; and that the total number of papers taken, which was 4,300 in 1888, was last year 18,691.

For the present year the increase is even greater, and this is due in great measure to the extension of the scheme which took place last year. In order to test the extent of higher instruction given in the higher departments of the state aided schools, we then admitted to the examination candidates from such schools, and this year we determined to admit them again, pending the consideration of the question of secondary education. The total number of schools presenting candidates is for the present year—higher class schools 55, state aided schools (higher departments) 97, and the total number of candidates presenting themselves for examination from both classes of schools was 7,148. The total number of papers taken was 24,240.

A large number of university and professional authorities have announced their readiness to accept the certificate in lieu of such preliminary examinations as are held under their direction.

THE SCOTCH ESTIMATE.

The House being in Committee of Supply on the Education Estimates—on the vote of £548,073 for public education in Scotland, Sir G. Trevelyan said the estimate was for 565,000 day scholars, which appeared to be a falling off of 2,000, but it was only an apparent diminution. Last year there was an over-estimate in the actual average attendance, which was 545,000. That number had been increasing regularly, though not quite so rapidly as in the years immediately following free education. The increase in the estimate was £16,000, of which £7,300 was the normal increase in the annual grant, and £7,600 was the fee grant from the Exchequer. The total cost of the maintenance of schools was £1,250,000. The children in average attendance was 213,000 in 1872, 396,000 in 1880, and 545,000 in 1892. Each scholar in Scotland cost £2 5s. 9½d., compared with £2 8s. 4d. in English Board schools, £1 16s. 5d. in Church of England schools, and £1 14s. 3d. in English Catholic schools. In public schools in Scotland, which answered to Board schools in England, the cost per head was £2 6s. 4d.; it £2 5s. 8d. in Free Church and Church of Scotland schools, and in Catholic schools £1 19s. 9d. It was satisfactory to find that the money spent upon the education of children in Scotland was equally distributed all over the country in a remarkable degree, and that every child had the chance of getting the best of what was going.

O. B. R.